DOCUMENT RESUME

ED 476 834 JC 030 303

AUTHOR	McQuay, Paul
TITLE	A Discussion Paper on Vocational Technical Education in the United States of America.
PUB DATE	2002-00-00
NOTE	10p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Vocational Education; *Community Colleges; Secondary Education; Technical Education; Two Year Colleges; *Vocational Education; Vocational Schools
IDENTIFIERS	*Carl D Perkins Voc and Appl Techn Educ Act 1990

ABSTRACT

This report was prepared as part of a project submission for the European Union, spring 2001. The document begins with a brief review of the Carl D. Perkins Vocational and Applied Technology Act and the policies and organizations established to govern federal support of vocational-technical education (VTE) programs in the United States. The author underscores the significance of VTE by highlighting the fact that in 1996, only 20% of America's jobs required a four-year degree but many jobs required some education beyond high school, often at the community college level. Despite its growing significance, the content and format of vocational-technical education are changing however, given the rapid pace of technological developments, an increase in business partnerships, and the move to establish higher academic standards. The report also provides an overview of the two major categories of VTE in the United States: secondary and postsecondary education. Within the postsecondary level, the author identifies the public community college as the primary provider of VTE and outlines the mixture of federal, state, and student funds used to support this educational sector. The report closes with a list of organizations involved with the development and implementation of vocational-technical education. (RC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 476 834

A Discussion Paper on Vocational Technical Education in the United States ofAmerica

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

P. McQuay

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

By
Dr. Paul McQuay

plmcquay@hotmail.com

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

1

The following paper was prepared as part of a project submission undertaken for the European Union, Spring 2001

For purposes of this paper the vocational-technical education (VTE) offerings of the United States will be restricted to the public domain and discussed by school grade levels that effect the funding streams. United States VTE is divided into two major categories: secondary and post secondary education. The goals, outcomes and funding at each of these levels differ and will be further explored under the appropriate sections.

However, prior to discussing the VTE at the secondary and post-secondary levels, a brief examination of, Public Law 101-392 seems to be in order. P.L. 101-392 referred to as The Carl D. Perkins Vocational and Applied Technology Education Act.

Public Law 101-392
(As administered by the
Division of Vocational-Technical
Education, U.S. Office of Education)

What Is Vocational-Technical Education?

The Perkins Act defines vocational-technical education as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid

Employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, problem

IC030303

BEST COPY AVAILABLE

solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

How Is The Perkins Act Administered By The Education Department?

The Department's Office of Vocational and Adult Education (OVAE) administers the Perkins Act. Under the Perkins Act, federal funds are made available to help provide vocational-technical education programs and services to youth and adults. The vast majority of funds appropriated under the Perkins Act are awarded as grants to state Education agencies. These State Basic Grants are allotted to states according to a formula based on states' populations in certain age groups and their per capita income.

Only entities designated by the State as State Boards for Vocational Education are eligible to apply for State Basic Grants. The distribution of grant funds within a state is directed to priority established by the state in accordance with an approved state plan for vocational-technical education. Local education agencies and post-secondary institutions are eligible recipients for sub-grants.

OVAE administers this Act to ensure equal access to programs, services, and activities addressing the nation's education and workforce needs. Within OVAE, the Division of Vocational-Technical Education (DVTE) provides national leadership in the delivery of quality vocational-technical education by assisting in ensuring equal access to under-served populations, giving technical assistance to states in program improvement, and strengthening the capacity of states to offer program improvement, and strengthening the capacity of states to offer programs responsive to employment sector needs.

What Federal Funding Is Available?

The total appropriation for Perkins was $1.1 billion dollars in 1997. States received these funds in the form of $1 billion for the state basic grants and $100 million for Tech Prep. All states received funds for secondary and post-secondary education. In 1994, Perkins

provided approximately one-tenth of the total state expenditures on vocational-technical education.

Why Is Vocational-Technical Education Significant?

- The United States competes in a global economy. The purpose of the Perkins Act is to prepare a workforce with the academic and vocational skills needed to compete successfully in a world market.
- Vocational-technical education allows students to explore career options and develop skill they will need both in school and in the workplace.
- Vocational-technical education's combination of classroom instruction, hands on laboratory work, and on-the-job training meets students' different learning styles so that they may learn.
- Vocational-technical education prepares participants for both post-secondary education and employment.
- Vocational-technical education prepares individuals for the bulk of America's jobs. In 1996, only about 20% of America's jobs required a four-year degree. But many jobs required some education beyond high school, often at the community college level.

How Is Vocational-Technical Education Changing ?

- Vocational-technical education now requires the same academic standards for
  vocational education students as required for all students.
- Vocational-technical education now incorporates both school-based and work-based learning.
- Business partnerships are key to successful programs.
- For most occupations, post-secondary education now encompasses post-secondary institutions up to and including universities.
- Vocational-technical education uses more and higher technology.
- Vocational-technical education uses cyberspace as a resource.

The framework of the United States Vocational-Technical Education system is set by Public law. This framework has been developed in order to prepare a workforce; that can compete in a global economy, has academic and work based skills, combines a variety of learning modalities, prepares students for further post-secondary education and employment.

Secondary Education-Vocational –Technical

The United States public education system encompasses the school grade levels of one through twelve. Education in this system is free of cost. The student enters the system at

BEST COPY AVAILABLE

about six years old and exits twelve years later at age eighteen. However, vocational/technical education does not begin until high school, which are grades nine through twelfth. Depending on the State and the system within that State, students have several options to enter vocation/technical education at the secondary level, that is, enter in ninth, tenth, eleventh or in some cases only the twelfth grade. Often times the secondary vocational offerings(programs) are designed to continue the students education at the community college and other post-secondary institutions and to enter apprenticeship programs.

Post-secondary Vocational Technical Education

The primary educational provider at this level is the public Community College. Within the United States there are 1,200, with community colleges in all 50 states. One of the major differences between, secondary and post-secondary education in the U.S. is funding and who pays.

As mentioned earlier, within the secondary system the entire sequence of educational experiences are at no cost to the student. However, at the Community College, for the first time in a student's education experience costs are incurred. These costs are referred to as, tuition.

Community Colleges attempt to keep the cost of education at a rate that is within reach of most students. This low-cost tuition is a function of a three-way partnership between local and state government and the student. This three-way sharing of costs usually results in the lowest tuition among higher education in the U.S. The most common formula for funding.

Operating cost is one-third state, one-third local and one-third students. Within a system with over 1,200 community college difference will exist, but generally the annual tuition ranges from about $385 in California to nearly $1,600 in Pennsylvania to over $2,400 in Massachusetts. Textbooks and other supplies are the responsibility of the student.

Capital cost are usually a shared arrangement between the local-government and state- a 50/50 partnership. This funding arrangement provides the capital necessary to drive the programs of study at the comprehensive community college that offers some programs of study not eligible for vocational funding. Programs (VTE) that are eligible for vocational-technical education funding can also access this funding through the state basic grants.

Organizations Involved with VTE

The primary source for identifying organizations involved with Vocational and Technical Education and Training was the United States Department of Education, Office of Vocational and Adult Education (OVAE). The OVAE has produced a very complete and useful list of references that for the most part were reproduced in almost total. However, some listings were dropped because of not being relevant or current. Several additions were made to the list and where appropriate the mailing address and web sites are listed. The following material is listed in three sections; Associations, Research Centers and other sites. Direct access to most of these sites can be individually accessed as indicated below or by logging into <ed.gov/offices/ovae/voced/weblink/index>

Associations

Association for Career and Technical Education
www.acteonline.org
1410 King Street
St. Alexander VA 22314

The Association for Career and Technical Education is the largest association dedicated to the advancement of education that prepared youth and adults for careers. Its mission educational leadership in developing a competitive workforce.

American Association of Community Colleges
www.aacc.nche.edu
One Dupont Circle NW Suite 410
Washington, DC 20036

Information on AACC sponsored programs and services, including a resource directory of member colleges and links to other community college related sites.

American Counseling Association
www.counseling.org

BEST COPY AVAILABLE

5999 Stevenson Avenue
Alexander, VA 22304

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession.

Community Colleges for International Development, Inc.
www.ccid.kirkwood.cc.ia.us
6301 Kirkwood Boulevard SW
Cedar Rapids, IA 52406

Community Colleges for International Development is a not-for-profit educational organization dedicated to workforce development, vocational/technical education and training in the international domain.

Committee for Economic Development
www.ced.org
477 Madison Avenue
New York City, New York 10022

The Committee for Economic Development (CED) is an independent, nonpartisan organization of business and education leaders dedicated to policy research on the major economic and social issues of our time and the implementation of its recommendations by the public and private sectors.

Contextual Teaching and Learning
www.contextual,org
U.S. Dept. of Ed
400 Maryland Avenue SW
Washington, DC 20202

The Contextual Teaching and Learning is a national teacher education project to identify, study and disseminate the characteristics of pre-service teacher education programs that prepare teachers to use contextual teaching and learning strategies to improve student achievement.

National Association for Tech-Prep Leadership
www.natpl.org

The National Association for Tech Prep Leadership is the only organization of its kind designated specifically to encourage career development, professional involvement, and networking among members who are Tech Prep leaders.

National Association of State Directors of Vocational Technical Education Consortium
www.nasdutech.org
444 North Capitol St. NW #8
Washington, DC 20001

The National Association of State Directors of Vocational Technical Education Consortium provides leadership for Vocational Technical Education for all youth and adults at the National, State, and Local Levels.

Research Centers

Center on Education and Work
www.cew.wisc.edu
1025 West Johnson Street Room 964
Madison, WI 53706

CEW has undertaken a variety of research, development and service programs designed to improve vocational-technical education, career development and other work-related programs.

Center for Occupational Research and Development
www.cord.org
P.O. Box 21689
Waco, TX 76702

The Center for Occupational Research and Development (CORD) is a nonprofit public-service organization, dedicated to providing educational leadership in developing a more productive, competitive workforce.

NWREL's Education and Work Program
www.nwrel.org
101 SW Main Street
Suite 500
Portland, OR 97204

The Northwest Regional Educational Laboratory's mission is to improve educational results for children, youth, and adults by providing research and development assistance in delivering assistance in delivering equitable, high-quality educational programs.

The National Center for Research in Vocational Education ncrve.berkeley.edu
Graduate School of Education
Univ. of California, Berkeley
2030 Addison Street Suite 500
Berkeley CA

NCRVE is the nation's largest center for research and development in work-related education. Funded by the U.S. Department of Education's Office of Vocational and Adult Education, NCRVE has played a key role in developing a new concept of vocational education and continues to provide technical assistance, research, and assistance to improve education in America.

Other Sites

American Youth Policy Forum
www.aypf.org
1836 Jefferson Place, NW
Washington, DC 20036

The Forum is a non-profit, non-partisan professional development organization providing learning opportunities for policy makers working on youth issues at the local, state and national levels. Its goal is to provide participants with information, insights and contacts that will help them in their policy and programmatic work.

BEST COPY AVAILABLE

Bureau of Labor Statistics
stats.bls.gov
Division of Information Services
2 Massachusetts Ave.
Room #2860
Washington, DC 20212

Employment and economic data, regional information, and useful publications such as the Occupational Outlook Handbook

ERIC Clearinghouse on Adult, Career and Vocational Education

www.ericacve.org
Center on Education and Training for Employment
College of Ed. The Ohio State Univ.
1400 Kenny Road
Columbus, OH 43210

The ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is located at the Center on Education and Training for Employment (CETE), The Ohio State University. Part of the College of Education, CETE's mission is to facilitate the career and occupational preparation and advancement of youth and adults.

League for Innovation in the Community College
www.league.org
26522 La Alameda, Suite 370
Mission Viejo, CA 92691

The League for Innovation in the Community College is a non-profit educational consortium of leading community colleges organized to stimulate innovation and experimentation in all areas of community college development

National Skill Standards Board
www.nssb.org
1441 "L" St. NW, Suite 9000
Washington, DCC 20005

The mission of the National Skill Standards Board is to encourage the creation and adoption of a national system of skill standards which will enhance the ability of the United States to complete effectively in a global economy.

The Training Technology Resource Center (TTRC)
www.wdr.doleta.gov/research

The Training Technology Resource Center maintains a collection of industry skill standards that have been developed with the support of the U.S. Departments of Labor and Education. Information on school-to-work, international bench making projects in selected industries, and more are available at this site. Sponsored by the U.S. Department of Labor's Employment and Training Administration.

University Council for Vocational Education

The University Council for Vocational Education is a non-profit organization representing the nation's leading universities. The Council provides leadership for teaching, research, and service initiative in vocational and technical education.

U.S. Department of Labor
www.doc.gov

US Department of Labor, with links to the Employment and Training Administration and other resources related to School-to-Work and job training

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

Reproduction Release
(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: VOCATIONAL TECHNICAL EDUCATION IN UNITED STATES OF AMERICA	
Author(s): PAUL L. MCQUAY	
Corporate Source: N/A	Publication Date: 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
Level 1	Level 2A	Level 2B
↑ X	↑ ☐	↑ ☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) *and* paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproductic and dissemination in microfiche only
Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.		

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: Paul L. McQuay	Printed Name/Position/Title: PAUL L. MCQUAY, PROFESSOR	
Organization/Address: 1254 TANAGER LN. WEST CHESTER, PA 19382	Telephone: 610-431-9641	Fax: 610-701-4303
	E-mail Address: PLMCQUAY@HOTMAIL.COM	Date: MAY, 8, 2003

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706
Telephone: 301-552-4200
Toll Free: 800-799-3742
e-mail: ericfac@inet.ed.gov
WWW: http://ericfacility.org

EFF-088 (Rev. 2/2001)